DOCUMENT RESUME

ED 022 543 PS 001 164

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USING MUSIC WITH HEAD START CHILDREN.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-Office of Economic Opportunity, Washington, D.C.
Pub Date 68
Note-25p.
EDRS Price MF-$0.25 HC-$1.08
Descriptors-*BIBLIOGRAPHIES, *CULTURALLY DISADVANTAGED, ENRICHMENT ACTIVITIES, *MUSIC ACTIVITIES, MUSIC EDUCATION, PHONOGRAPH RECORDS, *PRESCHOOL PROGRAMS, TEACHING TECHNIQUES
Identifiers-*Head Start

This pamphlet describes the function of music in Head Start programs. Suggestions are made to help children sense motion and develop their self-concepts and motor coordination skills through rhythmic songs and activities. The construction and use of rhythm instruments are suggested as a means of involving mothers in Head Start programs. Certain types of songs are described as aids in teaching language development. Listening to music is suggested as a stimulus to develop auditory discrimination. A few positive and negative suggestions are given to teachers, and a short section emphasizes that a teacher's lack of applied music training does not prevent successful teaching. Along with an extensive bibliography of recordings, background reading, and resource and song books, a list of music publishers and suppliers and their addresses is appended. (JS)

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USING MUSIC

WITH HEAD START CHILDREN

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1968

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WHY USE MUSIC?

There is much to be said for teaching music purely for its own sake, in order to instill in the children an appreciation of and interest in music that will continue to enrich their lives. However, in Head Start, where time is short we must also use music as a tool for teaching other skills and ideas as well. Luckily, children have a natural capacity for enjoying music. It is our job to make our presentation enjoyable for them so that the use of music will accomplish as much as possible.

Music can benefit the child in many ways. It provides creative experience which can lead to increased development of self-expression, language skills, physical coordination and personality. Singing or marching together can give the child a sense of belonging to a group, help overcome fear and timidity, and develop an awareness of rhythm.

Through music activities, you want to teach the child to be aware of his body and its parts. You want him to learn to discriminate between fast and slow and between soft and loud. You want him to comprehend and follow a direction and to realize that he is a person in a group of other persons.

"BUT I CAN'T PLAY THE PIANO!"

Never mind. A piano or an autoharp can be helpful, of course, but you can conduct a successful music period without using either one. Some authorities recommend using the piano sparingly even if the teacher is a competent pianist. When your attention is on an instrument, you will find it more difficult to keep the children's attention. They will not be able to see your lips and your facial expression, and they may not be able to hear your voice clearly. Personal interaction with you is very important and should not be sacrificed for the sake of the more accurate pitch or polished performance that might result from the use of a piano or autoharp.

SOME DO'S AND DON'TS

Do use each child's name frequently so that he will learn to recognize it and respond to it. Sometimes call him by both his first and last name. "Rosa Cruz, will you bring me the drum, please?"

Do enjoy yourself. Sing, laugh, march with the children. Smile. Be warm. Be cheerful.

Do approve of response and participation, but avoid making the children dependent upon you for approval. Be casual about bestowing praise. It should be incidental, not primary, to their activity.

Do look directly at the children when you speak or sing to them.

Don't worry about results. The children will feel tense and anxious if you stress perfect performance.

Don't shout over the noise. Ring a bell or sound a chord on the piano to attract their attention. Establish hand signals for, "Sit down, Come to me, Stand up," and other commands.

Don't insist that every child participate at once. Let a timid one choose another acceptable activity like water painting or sitting in a rocking chair with a picture book. He can hear the music anyway and may even respond in his own way. Continue to invite him. Be sure that he knows he is wanted.

USING RHYTHM

All music involves rhythm and melody but rhythm can exist independently of melody. Introduce rhythm activities without musical accompaniment. Sometimes musical accompaniment will distract a child from realizing that he has his own rhythm when he moves; sometimes it is difficult for an inexperienced child both to hear a rhythm and to respond to it.

Introduce a movement activity by leading the children through the motions. Gradually withdraw as they come to be able to follow only your verbal direction. Accent the rhythm with hand claps. As the children become more experienced, encourage them to clap with you. Later on introduce "props" to add variation and interest: scarves and paper streamers to wave or ankle bells to wear. As they advance in understanding rhythm, they will be ready for instruments. Take time to help the class move the furniture out of the way before beginning an activity that will require motion. Free space is a must for free movement.

EXPLORING DIFFERENT RHYTHMS THROUGH DIFFERENT BODY MOVEMENTS

....."Can you wag your head up and down? Side to side?"

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..... "Can you wiggle your toes? Your feet?"

..... "How many ways can you get from over here to over there?" (Suggest creeping, hopping, walking, rolling. Get the children to recognize the different rhythms of their movements.)

..... "How many ways can you bend your body?" (Suggest forward, backward, around, sideways.) "How many parts of your body can you bend?" (Arms, legs, etc. Name the parts.)

..... "How many ways can you swing your body?" (Suggest side to side, up and down.) "How many parts of your body can you swing?" (Again, name the parts.) "Can you think of anything else that swings?" (Tree, swing, elephant's trunk.) "Let's pretend to be a tree that is swinging."

EXPLORING SELF-CONCEPTS THROUGH RHYTHM MOVEMENTS

..... "What do you do at home that has a rhythm? Rock the baby? Brush your teeth? Sweep the floor? Run up the steps? Knock on a door?" (Encourage the children to make suggestions.)

..... "Let's pretend to hammer a nail, chop down a tree, stamp a peg into the ground."

..... "What do animals do that has a rhythm?" (Suggest that horses gallop, rabbits hop, birds fly, squirrels run.) "Let's pretend to be horses," etc.

..... "What can we do all together?" (Try simple movements in a line or a circle, step and slide, jump and step, hop and turn around.)

SENSING MOTION

..... "When you are running, do you feel fast or slow?" (Also suggest twirling, walking, etc. Continue to emphasize how different the movements feel.)

..... "Can you feel moving and then feel being still?"

..... "Can you feel round and round? Back and forth? Up and down?"

..... "Can you feel the difference between pulling and pushing? Between twisting and rolling?"

IMPROVISING RHYTHM INSTRUMENTS

Every effort should be made to involve Head Start parents in your class activities. Making rhythm instruments offers an excellent opportunity. Send home a list of necessary materials. Ask the children's mothers to send articles from home that the class can use to make a set of instruments. Perhaps two or three mothers could be invited to help the children in the construction. Let each child have an instrument of his own, with his name on it, to use at school and to take home at the end of the session.

Make drums from coffee cans or corn meal boxes. Use dowels with bottle-cork tips, spoons, or shoe horns for drumsticks. Make rattles by partially filling plastic bottles or band-aid boxes with seeds, macaroni, or pebbles. Make tambourines by taping round corn meal boxtops or paper plates together and loosely attaching buttons to the edges. Kettle covers make excellent cymbals. Avoid sharp edges, and aim for interesting tone and sturdiness when you make the instruments.

A rhythm band can be a successful musical experience. Select a song with a good beat to back up the children's "band." Play it on

the piano or the phonograph. Show the children how to play their instruments along with the music they hear. Demonstrate the possibilities of playing fast and slowly, loudly and softly.

The children will enjoy marching while playing their instruments. Musical accompaniment isn't necessary. Lead the class around the room, among the tables and chairs, even outdoors.

DEVELOPING LANGUAGE

THROUGH SONGS AND SINGING

Songs add the elements of language and melody to your music activities. It is generally agreed that a deficit in language skills is among the most serious problems faced by Head Start children. You will find that songs can be suited to coping with language tasks.

There should be an organized session of group singing when everyone gives his full attention to the songs. It is very important to choose songs that lend themselves to language development. Look for songs that not only have simple tunes and a good beat but also involve distinct language experiences. Try to avoid songs that use incorrect grammar like "the dog don't bark" and archaic expressions like "my dame," "thy goose," or "frogs in yonder pond." In building your repertoire, consult several books from your local public or school library.

Organize the day's activities so that singing time comes between periods of vigorous activity. Allow fifteen or twenty minutes for singing. Learn the songs, and have the whole period planned in advance so that you can move easily from one song to the next without delay. Create an atmosphere of enjoyment by showing your own pleasure in singing. Ask questions that will reveal an idea expressed by the song. Avoid mechanical, repetitive learning of words whose meaning is not understood. Pronounce each word clearly.

Action songs acquaint the child with parts of his body and require him to act upon a verbal direction. Seat the children in a semi-circle around you and, to the tune of "Row, Row, Row Your Boat," sing while clapping on the accented words:

"Clap, clap, clap your hands;
Clap your hands like this. (Clap)
Come on in and join the game;
Clap your hands like this." (Clap)

Change the action to, "Jump up straight like this," or "Nod your heads like this." "The Hokey Pokey" is similar and teaches left and right as well.

An especially adaptable song is "The Mulberry Bush." Use it to teach types of actions. ("This is the way we wash our clothes") and the names of days, ("Early Monday morning"). It also provides an opportunity for the children to pretend.

Change the words of "Mary Had a Little Lamb" to show present and past tenses: "Mary had, Mary has," "Went, goes," etc. Let the children suggest other things Mary does and sing about them, changing the tense. "London Bridge" and "Hickory, Dickory

Dock" illustrate the up/down concept. "Which way did the mouse run first? Then which way did he run?"

A song like "Ten Little Indians" can be used for several purposes. Not only is it a good counting song, but it also pluralizes nouns, repeats key phrases, and names objects. Sing it through and then ask, "What else is little?" (Fingers, kittens, babies.) "Can we count them? Can we count big things?" "The Alphabet Song," sung to the tune of "Twinkle, Twinkle, Little Star," is a good memory aid for children who are working with letters in other phases of the Head Start program.

The ability to rhyme will be helpful to the children when they are confronted with reading tasks in school. Simple rhyming songs will help the children to recognize sounds that sound like other sounds. "Row, Row, Row Your Boat," "Good Morning, Merry Sunshine," and "Twinkle, Twinkle Little Star" have consistent rhyme schemes. Sing them and ask, for example, "What word sounds like 'star'?"

A singing game like "Pass the Shoe" can be used to teach plurals: pass the shoes, balls, cookies. This singing game is also good for showing I/you relationships and left/right. (Don't let the children face each other when learning left from right.)

Alter words to familiar tunes to call attention to the children's environment. For example, change, "Row, Row, Row Your Boat," to "Ride, Ride, Ride the Bus." If the day is wet, help them to notice it by singing, "Rain, Rain Go Away." Work the children's names into the songs so that they can think of the songs as statements about themselves.

Spontaneous song-play can be used throughout the day to help out with housekeeping chores and transitions from one activity to another. "This is the way we wash our hands, wash our hands, wash our hands," or, to the tune of "London Bridge," "Pick them up, O pick them up, put the blocks away." Encourage the children to sing about what they are doing.

THE LISTENING EXPERIENCE

Experience with music is cumulative. The ability to listen develops as the child participates in musical activities. Listening is not a passive experience for the child. Remember that a child can respond inwardly to music without a single visible sign. By participating enthusiastically, you can make listening an exciting experience. Never say, "Sit still and listen."

A creative use of records can contribute a great deal to the total Head Start curriculum. You can use them for different purposes throughout the day: for background to quiet play (painting, pasting, reading), for rhythm activities, for rest hour stories, or for group sing-alongs. However, guard against slipping into an overdependence upon records. This is particularly easy to do if you do not feel skilled in music. It is better for the children to interact with you than for them to be instructed in music by disembodied voices. Avoid using records as your base of activity; instead, use them as a supplement.

Select records that are appropriate to the preschool age. Choose a wide variety of music, both instrumental and vocal. Avoid complicated activity and story records with recorded instructions. A phonograph that plays three speeds rather than just one is best. Be sure that the volume is great enough for group use and that the

tone is clear. Listen to the entire record before playing it in class.

When the children are experienced enough, introduce them to the listening experience. Seat them comfortably, as if for a singing period, around the phonograph and in places where they can see your face easily.

If the piece is vocal, check to be sure that the children are hearing and comprehending the words. Can they distinguish between one voice and another? Between a human voice and a non-vocal sound?

If it is instrumental, ask leading questions that will awaken an awareness of sounds. "Listen! How many drums do you hear? Pipes? Horns?" "What does this music make you feel like doing?" "Is the music soft or loud?" "Is the rhythm fast or slow?" "Is the sound high or low?" Recordings of different sounds are useful for developing auditory discrimination; use records of animal noises or city sounds. Ask the children to identify the sound.

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